



## **Janvrin School** **Behaviour Interventions and Support 2021**

The purpose of this document is to give some guidance to all staff who are working with children in any context within the school.

Supporting children displaying inappropriate behaviours can be complex if the reasons for the behaviours are deep rooted for the child.

Most instances of inappropriate behaviour may need a short intervention with the support of parents and other colleagues.

Other instances are longer term and may need a staggered level of intervention leading to more profound support.

This document is designed to highlight these distinctions and stages.

**It is understood by all staff that the responsibility for responding to issues of inappropriate behaviour are for the class teacher or staff on duty (and subsequently the class teacher).**

It is understood that disruption of lessons, inappropriate behaviours and language etc are frustrating and upsetting for all involved (staff and pupils).

However, these behaviours are also a direct communication from the child to the staff that could indicate that the child is experiencing or has experienced some difficulties that they cannot verbally or rationally express.

This context requires a sympathetic and professional response and will be approached in a calm and understanding way by all staff.

Janvrin staff do not shame or humiliate children because of their behaviours. This would constitute a serious professional concern and direct action will be taken by senior staff should it occur.

Senior staff, pastoral support staff and additional staffing interventions can be accessed where possible and appropriate where interventions by the class teacher have not been successful over a period of time.

Instances of inappropriate behaviour will be recorded in the class 'Behaviour log' and staff will monitor this regularly for behaviour slips at lunchtime and for other instances (e.g. supply teacher or cover staff making a note).

In each instance the parent/carer should be informed by the class teacher of the incident that day.

It is suggested that where a child may have 2-3 instances recorded within a short period of time then this should lead to a formal meeting with parents/carers.

Engagement with the child's parents and carers is an essential intervention in reducing the instances of inappropriate behaviour and **MUST** be in place before any further interventions are requested or accessed.

Meetings with parents and other staff **must** be recorded on the 'File Note' form and submitted to the Head teacher or Main Office.

### **Minor Behaviours:**

#### **Description of minor behaviours:**

- Regularly disturbing other children in their learning or play
- Frequently leaving learning/play area
- Inappropriate language (to peers and/or staff)
- Inappropriate physical contact (with peers or staff): non-serious
- Defiance/disrespect/non-compliance
- Misuse of property

#### **Responses and strategies:**

- Prompt child about expected behaviours
- Highlight and emphasise positive behaviours modelled by other children: the focus is directly away from the negative behaviours and child
- Discreetly coach and support child within current learning environment
- Set immediate targets: "in next 5 minutes you will be able to do this"
- Clarify that the expectation is that the behaviours will diminish rapidly and hopefully stop but this may be difficult: set time frame (5 minutes) to re-engage with child and review.
- Provide choices for the child and clarify outcomes from the choices: do not ask the child to state their choices but remind them you will see this by their immediate responses. Follow through immediately on all outcomes (both positive and negative as appropriate).
- Remind whole class of Reward systems and the criteria for succeeding in this.
- Remind the child of the Reward systems discreetly and separately from other children.

#### ***If the behaviours persist or have not diminished significantly within a reasonable amount of time:***

- Remove the child from the activity: sit separately from other children within learning environment. Provide alternative activity (low level, easily accessible): no extended pressure on the child and easy level of engagement
- Establish a time with the child in the immediate context where you will engage with them about their behaviours and your concerns
- Speak with the child discreetly about your concerns and their behaviours: "sometimes people behave like this because they are worried/unhappy/upset etc: can you tell me what's making you unhappy etc?"
- Establish that you are concerned so will record this on behaviour log and will need to speak to parents about this at the end of the day.

- Contact parents through the office or directly at end of day and record concerns and parental responses: set a date for reviewing this with parents (within one week).
- Where supervision can be provided: withdraw playtime opportunities. Ensure that child has tasks to complete (not as a punishment but may focus on uncompleted work or as a distraction e.g. tidying books etc. If 'reading' is given as a task then 'reading' may be viewed as a punishment).
- Removal of equipment (if not safe to use): stated opportunity to have this returned on condition that it can be shown how to use positively.
- If on playground: walk with member of staff on duty: use the opportunity to talk about the positive behaviours seen and open conversation about child's wellbeing etc.

### **More Serious/Dangerous Behaviours:**

#### **Description of serious/major behaviours:**

- Continuous and escalating defiance/disrespect/non-compliance (to peers and staff)
- Bullying
- Property damage
- Physical or verbal abuse of peers or staff
- Threatening behaviour (to peers or staff)
- Exiting learning areas without permission or agreement (this would involve staff knowing where the child was exiting to e.g. a safe or 'calm' area known to staff)
- Dangerous behaviours: climbing equipment/fences etc; knocking over tables/chairs etc
- Invasive and aggressive reactions: running into children/equipment/furniture; hiding under/in furniture

#### **Immediate responses and strategies:**

(Consideration around: defiance/disrespect/non-compliance; threatening behaviour; abusive language; invasive/aggressive behaviours; dangerous behaviours):

- Using strategies for minor behaviours to de-escalate quickly. If this occurs, then the child should be monitored closely by staff; any other staff teaching the child that day must be informed. The child's parents must be contacted that day and informed of what has occurred. This must be recorded and any agreed actions undertaken, reviewed and feedback to child and parents.
- If the behaviours do not de-escalate and this becomes a serious concern for children's learning, safety and wellbeing as well as for staff, then further intervention is needed.
- If there is a TA in the class, then they will ensure the class are monitored and supervised.
- The class teacher will work directly with the child in the class discreetly and away from other children (where possible). The class teacher will aim to understand the cause of the behaviours and to rationalise them.
- Where this isn't appropriate, then the child will be encouraged to talk to the teacher discreetly outside of the classroom. The class teacher will aim to understand the cause of the behaviours and to rationalise them.
- If the responses from the child do not acknowledge this positively (either inside or outside of the classroom) then the child will be told to remain in an identified place away from other children and informed that the teacher will return to discuss again in stated period of time e.g. 5 minutes. (Staff to be aware that due to the impact of adrenalin during an emotional/physical outburst it can take up to 2 hours for a child to be receptive to rational responses/requests).
- The child should not be given work to undertake and reminded that this is time for calming down, clam breathing, staying safe.

- The class teacher must inform the office, Pastoral lead or Head of this situation for their awareness (not intervention at this time). If these staff are not available then line managers should be informed.
- Details of the incident must be recorded by the class teacher and logged in the behaviour file.
- The child's parents must be informed the same day of the incident and asked to attend a meeting with the class teacher the next day. This meeting will be to inform but also to agree any further responses should the behaviours reoccur.

**(Exiting classrooms without agreement or permission, in agitated/angry/upset state):**

- If a TA is available in class, the TA will monitor while the teacher observes where the child has gone.
- If the teacher is able to speak with the child to discreetly and calmly attempt to de-escalate the situation and enquire as to what has occurred.
- If this approach works then to give the child an opportunity to spend time in the class regulating their mood and calming down.
- If this isn't possible within the classroom then this could be done in agreed area outside of the classroom (preferably not in another classroom as this may appear to be a punishment). This could be monitored for a set period of time by any available TA (preferably with the TA/staff member regularly checking on the child rather than being constantly with them).
- If the child is unable or unwilling to stop, listen and engage with the teacher and continues to run off then this should be observed by the teacher until the child appears to be safe.
- The teacher should then inform main office/dep/Head/wellbeing/Nurture group staff of the whereabouts of the child.
- If these staff are not available then the teacher is to stay in sight of the child or return to the class and request the TA to observe from a distance.
- If the child presents later as calmer and more regulated, attempts can be made to engage with them and de-escalation and return to classroom can be tried.
- Where the child may attempt or achieve leaving the building then the class teacher/TA must inform main office/dep/head/wellbeing/Nurture group staff immediately. Every effort will be made to observe and monitor where the child is and to verbally encourage them to return or to stop.
- If the child stops then to attempt de-escalation. Pastoral lead/Head/NG/Wellbeing staff will intervene where appropriate in either de-escalation of child or in supporting class whilst teacher is working with child.
- The main office will inform parents immediately of the situation and ask that they attend school urgently.
- Meeting with parents must be recorded and actions and agreements logged, monitored and set date for review made.
- If the child leaves the school premises the staff member must not follow them but verbally encourage them to return. The member of staff should remain in situ for a period of time as the child may come back shortly to make a visual check. The child will only be engaged with verbally at this point.
- Other school staff will attend and support and the office/staff will inform parents, then EWO then Police that a child has left school site and is not engaged with staff.
- If and when the child returns to the school site the best placed member of staff (either class teacher or support staff) will engage with child to determine cause of difficulties and to regulate responses. Other staff will ensure that class responsibilities are fully covered if class teacher is undertaking this process.

**(Verbal/physical abuse/violence; destruction of property; threatening behaviours):**

- Make sure class is safe and there is an exit available
- If TA is available class teacher to initially de-escalate child/behaviours outside the class and TA to supervise children in the class
- Where the child will not leave the classroom, TA to supervise children out of the class and go to nearest available area (main hall, astro-turf, playgrounds, shared area, computer suite etc): explain to any staff already in the areas and ensure this is accommodated as a priority.
- TA to inform head/Pastoral lead/support staff/main office of incident and its nature
- Head/Pastoral lead/support/office staff to call parents for immediate attendance at school.
- MAYBO1 strategies to be applied at all times to the child as part of de-escalation.
- If situation de-escalates then child to remain out of class for that day but not suspended: parents meeting informed that continuation will lead to immediate suspension. Agreements and actions recorded. Possible causes and influences must be noted carefully by staff.
- If level of threat or violence escalates then the main office to call the Police and inform them of what is occurring.
- Once parents have attended and the child is under their supervision then Head/Pastoral lead to inform of immediate suspension from school: this allows for de-escalation as well as acknowledgment of seriousness of incident.
- Class teacher to write up and log incident in detail.
- Head to inform department of actions and responses.
- Arrangements for the child to return to school: back to school meeting must be undertaken with child and parents.
- Child not to return to classroom on first day but to be placed in another agreed classroom with low level activities.
- Class teacher/support staff to review with child throughout the day.
- Agreement whether responses reflect positively and child can return to classroom next day. Parents informed.
- Behaviours are still concerning: extension of time out of classroom; extension of review period. Parents informed.

***If the behaviours persist or have not diminished significantly within a reasonable amount of time:***

- Consideration and agreement with head re exclusion from school for a set period
- Consultation with support staff re in-class strategies
- Development of behaviour plan: reflective practice: what are the possible triggers, what needs to change around the child etc?
- Head to inform EWO/EP department and highlight concerns
- Possible intervention from Community Police
- Consultation with relevant staff re possible CAMHS referral (mental health concerns)
- Consultation with relevant staff re possible MASH referral (CP concerns).